"MODERN INTERACTIVE METHODS FOR ENHANCING ENGLISH LANGUAGE TEACHING"

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https://doi.org/10.5281/zenodo.15572823

Abstract: In today's educational sphere, it is easier than ever to create an interactive learning environment that motivates students to learn with genuine interest. The rapid development of information and communication technologies has opened up numerous new opportunities for teaching foreign languages. As Wasson notes, interactive learning environments play a crucial role in both current and future teaching and learning processes. Such environments encourage learners to explore, create, think critically, and express ideas in innovative and unexpected ways. This article focuses on effective strategies for building interactive learning environments and fostering supportive learning conditions in language teaching through the use of computer technologies. We argue that students at pedagogical institutes can benefit from these methods during their studies and later apply them in real-life teaching situations when they enter the profession.

Keywords|: methods, pedagogical institutions, higher education, language teaching, modern, interests

Introduction. In recent years, there has been a noticeable decline in students' interest in foreign language classes at higher education institutions. One of the main reasons for this is that traditional teaching methods no longer meet the expectations and needs of modern learners. Students often find themselves distracted during lessons, browsing social media instead of engaging with abstract, lecture-based material. Conventional practical lessons mainly focus on passive memorization of grammar rules, often ignoring students' individual interests, needs, and learning styles. As a result, students lose motivation and fail to see the relevance of language learning in their lives. We believe that to reignite students' enthusiasm for foreign languages, it is necessary to introduce creative and engaging teaching methods. One effective way to achieve this is through the use of computer technology to create interactive learning environments. These technologies provide students with rich, visually appealing content, helping them better understand and remember information compared to traditional speech-based instruction. Information and communication technologies (ICT) serve as powerful tools for collecting, processing, organizing, presenting, and transferring information. With the help of ICT, students can enhance their ability to manage and control various technological processes, while also developing critical language skills.

Interactive technologies, in particular, are considered highly effective in creating real-life language situations. They offer learners the opportunity to not only practice language in meaningful contexts but also to engage with cultural and social aspects of communication. In this way, attention is directed not just to solving tasks, but also to understanding how language functions within a foreign culture.

Literature review. G.L. Saltovskaya, in her article *"Theoretical Basis of New Technologies in Foreign Language Teaching"*, emphasizes that the primary objective of modern

linguistic didactics is to develop a new type of linguistic personality. Such a person should be capable of engaging in intercultural communication through various forms of speech production and socio-cultural activities within the context of active interaction with people from different cultures [8, p. 195]. According to T.A. Polilova and O.I. Rudenko-Morgun, the application of interactive learning technologies in education begins with the integration of computer technologies [6, p. 34]. Similarly, researchers like E.V. Yakushina and E.G. Azimov point out that modern teaching methods are increasingly reliant on informative online resources and internet-based data [1, p. 96]. The advocates of the student-centered approach, such as V.V. Davydov, highlight the importance of using strategies like "aid dosage" and a "hint system" in the learning process. These techniques help scaffold learners' development by offering support while preserving their independence [3, p. 29]. Interactive learning environments are widely recognized as part of learner-centered pedagogy. This approach transforms the educational process into an active learning experience, where students participate based on self-motivation, rather than passively receiving information. In this model, the teacher's role shifts from a knowledge-giver to a guide and facilitator.

Scholars like I.V. Kaspin and M.M. Segal engage in discussions on broad pedagogical principles, arguing that human-centric approaches do not always fully embrace the potential of advanced educational technologies. However, innovative methodologies in teaching have been further developed by educators such as A.M. Gerasimov and A.M. Loginov [4, p. 64]. L.P. Vladimirova has demonstrated how modern information technologies can be effectively used in foreign language teaching [9, p. 3], while V.I. Zagvyazinsky emphasizes the didactic principles that promote the development of learners' individual traits—such as thinking, memory, creativity, and interests—within the framework of educational methodologies [11, p. 83]. Moreover, Jonassen argues that educators who aim to implement effective learning environments must utilize appropriate design tools and strategies. These should be based on the fundamental principles of constructivist learning to better analyze and support student outcomes.

Materials and methods. The primary aim of this research is to explore and define the didactic environment necessary for teaching foreign languages through the use of interactive technologies. The specific objectives include:

• Developing a structured system for organizing interactive learning in foreign language education;

• Implementing interactive teaching methods in practice;

• Presenting factual data from experimental research conducted within the study;

• Applying the research outcomes to real teaching environments.

To achieve these objectives, the following research methods were employed:

• **Theoretical and empirical methods** were used to address core problems through analysis, comparison, and synthesis. This involved reviewing pedagogical, methodological, and psychological literature, as well as examining national education standards relevant to the integration of interactive technologies in language teaching.

• **Logical and comparative methods** were applied to analyze and compare national practices and experiences related to the use of interactive learning technologies in foreign language instruction.

- **Empirical methods** such as surveys, pedagogical experiments, classroom observations, student self-assessments, generalizations, and interviews were conducted to gather practical data and insights from learners and educators.

RESULTS. **The Role of Computer Technologies in Organizing Interactive Learning** The study of academic disciplines such as economics, environment, politics, and history is increasingly aligned with students' needs and supported by the vast opportunities offered by the Internet. Access to reliable and relevant information online encourages students to utilize virtual resources, digital libraries, and educational platforms, which serve as effective and time-saving tools for completing academic tasks. In our higher education institution, the availability of modern computer technologies enables the organization of interactive lessons that differ significantly from traditional formats. These tools allow for more constructive and engaging lessons. Furthermore, home assignments often involve the use of digital technologies, helping students develop the technical skills necessary for their future professional roles.

According to A.A. Valeeva and L.A. Latypova, the effectiveness of computer-based teaching tools can be assessed based on the following criteria [2, p. 1776]:

- **Personal development of students** in preparing competent professionals for the digital age;
- **Aesthetic education**, including the ability to work with computer graphics and multimedia technologies;
- **Development of communication skills** in various settings such as conferences and seminars, and the ability to make sound decisions in complex situations using computer tools for activity optimization;
- **Formation of information culture**, enabling learners to process and manage digital information efficiently.

Considering these factors, the implementation of interactive learning technologies is grounded in the following principles:

- Learning a foreign language with the aid of computers is regarded as one of the technical components of the educational process;
- Computer-assisted learning should be incorporated regularly and at various levels of instruction;
- The use of computer-based teaching tools by educators must align with pedagogical standards and learning objectives;
- Technological tools should **complement**, rather than **replace**, traditional teaching methods.

Discussion. This paper has explored how various tools of information technology play a vital role in establishing an interactive environment for teaching foreign languages. Based on our practical teaching experience, we have identified several key advantages of using interactive technologies in the English language classroom:

- **Interactive whiteboards** provide systematic access to learning materials, allowing students to work independently. They can choose their own tests and approaches to completing tasks, thus creating favorable conditions for self-monitoring and increasing learner motivation.
- **Computers can be integrated at all stages of the learning process**—from introducing new content to reviewing and assessing. Their use creates a comprehensive

interactive learning environment, offering all essential components of modern instruction such as structured tasks, content models, examples, and teaching methods. One of the distinctive benefits of computer-assisted language learning is its support for **individualized instruction**. Tasks can be submitted virtually, and students' interest in computers enhances engagement and learning motivation. Moreover, computers provide immediate feedback without emotional bias, even when learners make repeated errors.

- **Language teaching is inherently linked to communication, information sharing, and interpretation.** In this context, the Internet significantly enhances English language education through three primary functions: communication, information access, and publication. Even in its simplest form, the Internet serves as a valuable source of supplementary teaching materials. These materials can be downloaded, printed, and used in traditional classrooms. However, Internet-based resources offer access to up-to-date and authentic content that is often difficult to obtain from other sources, fundamentally enriching the teaching process.

- **The use of computer technologies also helps address a range of pedagogical challenges**, including:
  o Identifying and developing students' multiple intelligences;
  o Recognizing individual interests and abilities;
  o Encouraging practical experience in various fields through the application of computer-based tasks;
  o Providing both psychological and academic support that contributes to learners' future success in foreign language-related careers;
  o Fostering the ability to make informed and effective decisions related to students' future professional paths.

In conclusion, integrating computer and Internet technologies into foreign language instruction not only enhances the learning environment but also promotes the development of essential life and career skills.

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